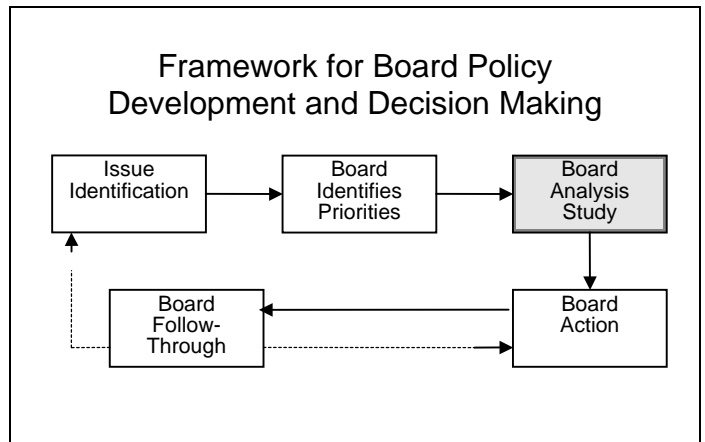


Iowa State Board of Education

Executive Summary

December 11, 2006



- Agenda Item:** Charter School Updates (Implementation/Results)
- Iowa Goal:** All K-12 students will achieve at high levels, prepared for success beyond high school.
- Equity Impact Statement:** Iowa public charter schools are required to be open to all students in accordance with Iowa's non-discrimination policies.
- Presenter:** Del Hoover, Deputy Administrator
Division of PK-12 Education
- Attachments:** 1
- Recommendation:** It is recommended that the State Board hear and discuss this information.
- Background:** The 2002 Legislature enacted a limited public charter school law. The Iowa Department of Education was also successful in receiving public charter school funding from the United States Department of Education up to \$400,000 per school for a 36-month period. The allocation is adequate to fund no more than ten charter schools. To date, the State Board has approved nine charters. The attached information represents a draft report to be shared with the Iowa Legislature concerning the goals and progress of Iowa's current charter schools.

Charter Schools in Iowa:

Progress Update

Iowa Department of Education

2005-06

State of Iowa

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Department of Education
Grimes State Office Building
Des Moines, Iowa
50319-0146

State Board of Education

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Iowa Charter Schools are guided by goals developed by Iowa's Charter School application to the USDE, the State Board of Education, Iowa Code, and goals developed by each Charter School applicant. In its initial Charter School application to the USDE, the Iowa Department of Education (DE) outlined five goals. Included are: 1) Establish charter schools during the next three years representing a diversity of programs, 2) Provide technical assistance for charter schools throughout development and implementation, 3) Collect and analyze the outcomes of the charter schools against, at a minimum, the state goals for school and student improvement, 4) "Incent", document, and disseminate best or promising practices, and 5) Grow the Public Charter Schools Program beyond the initial pilots.

With regard to goal one, Charter Schools legislation was passed in Iowa during the 2003 session. It allowed for a maximum of 10 Charter Schools in Iowa. To date, Iowa has authorized nine Charter Schools.

With regard to goal two, Iowa Charter Schools partner with each other and the DE for growth. As a partner with charter schools, the DE provides technical assistance, support, monitoring, and budget management. In accordance with the Iowa Application for Charter Schools, the Iowa DE continues to provide a wide range of services to the schools already at charter status, as well as schools in the charter-planning phase. Those services are outlined below:

- On-Site Technical Assistance – Each charter school received on-site visits from the DE Charter School Director and staff, including provisions for the following:
- Pre-Opening Visit – Review of application goals and objectives, legal obligations, curriculum, budget management, and school climate. The Pre-opening visit included interviews with local school board members, superintendent, parents, principal, lead teacher, advisory committee members, and charter teachers.
- Quarterly Meetings – Review of implementation and guidance for aligning instruction with research-based practices, as well as the provision for collaboration among charter school leaders.
- End of Year Review – Performance results, sustainability, program modifications, planning for the following year (year 2 or 3).

The DE continues to collect and analyze the outcomes of the charter schools against the State Board of Education goals for school and student improvement. Those goals include: a) Each student will graduate from high school having had opportunities to take challenging, relevant courses that have prepared him/her well for success in post-secondary learning and the workplace and b) At least 90% of all Iowa high school graduates will go on to complete, at a minimum, two year of college or post-secondary education.

Four of Iowa's Charter Schools are specifically targeted toward increasing opportunities for students to participate in rigorous, relevant coursework through enrollment in college level courses. These Charter Schools partner with area community colleges, coordinating these opportunities and encouraging high school students, many considered at-risk, to complete college level courses while still in high school and receive college credit. One Charter High School provides enrollees an opportunity to participate in a fifth year of high school, earning an Associate's Degree upon high school graduation. Other Charter High Schools have experienced growth in the number and percentages of their students earning college credits while enrolled in high school, ensuring that their graduates experience an early start to a post-secondary education.

Goal four is centered on providing incentives, as well as documenting and disseminating best or promising practices. This goal is addressed through ongoing conversations focused on the review of the merits of the Charter Programs to determine their value to the state education system. Performance data are being collected on a continual basis to inform any decision-making (summarized later in this report).

Goal five involves growing the Public Charter Schools Program beyond the initial pilots. The first two Iowa Charter Schools achieved Charter status at the beginning of the 2004-05 school year. During the

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following school year, 2005-06, five more Charter applicants achieved Charter status, four at the beginning of the school year and one mid-year. The following school year, 2006-07, one additional school was granted Charter status prior to the beginning of the school year, and one school achieved Charter status mid-year. Recent state legislative action led to an increase in the cap for the number of Charter Schools in Iowa (from 10 to 20).

Each Iowa Charter School has developed, as a part of its Charter application process, goals for the Charter. At the end of each school year, Iowa Charter Schools complete an end of year report, documenting progress toward each of its goals. The remainder of this report describes the progress made to date on each of the Charter School's goals.

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District/Charter	Description of Charter	Goal	Measure	Progress made to Date
<p>Northeast Iowa Charter High School</p> <p>West Central Community School District PO Box 54 Maynard, IA 50655 563/637-2283</p> <p>Todd Abrahamson, Superintendent</p> <p>Mission: To produce a literate, lifelong learner who is visionary and productive, aware of self, accepting of cultural differences, sensitive to others, and who applies knowledge to make morally responsible decisions in an ever-changing global society.</p> <p>First year of Charter Status: 2005-06</p> <p>District Dropout Rate (2004-05) = 0%</p> <p>District Average Daily Attendance (K-8) = 97.2%</p>	<p>Partnership between Northeast Iowa Community College and West Central High School for 11th and 12th grade students to provide unlimited learning opportunities producing a highly qualified work force. The high school is the Charter School.</p>	<p>Students in the Charter participate in the fall administration of the Iowa Tests of Educational Development (ITEDs); consequently, 2005-06 data will be used as the baseline.</p> <ol style="list-style-type: none"> To increase the number of graduates who graduate with dual concentration of career academics and pathways making students more employable. Increase the number of graduates who complete postsecondary training. Increase ITED scores for 11th grade students in reading, math and science. 	<ol style="list-style-type: none"> a) Document the number of graduates with a dual concentration (academic and career technical) Establish trend-line with class of 2003-04 . Track students' rate of course completion and transition to postsecondary following graduation. Establish baseline then use graduate follow-up survey and compare charter students with baseline. ITED assessment- (Disaggregated data) 	<ol style="list-style-type: none"> The number of students graduating with dual concentration increased by 14 from the 2004-05 to the 2005-06 school year; however, the 2005-06 school year will serve as the baseline year (see Appendix A). Data for the 2006-07 school year are not yet available. The total number of college credits earned by Charter seniors increased by 14.8 between 2004-05 and 2005-06 (see Appendix A). Data for the 2006-07 school year are not yet available. The 2005-06 school year will serve as the baseline year (see Appendix A). Data for the 2006-07 school year are not yet available.

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District/Charter	Description of Charter	Goal	Measure	Progress made to Date
		4. To provide special needs and at-risk students with the opportunity to develop individualized courses of study (academic and vocations)	4. Percent of students with an individualized plan and successful completion rate.	4. This is an action step, not a goal. The Charter School has taken steps to complete this action.

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District/Charter	Description of Charter	Goal	Measure	Progress made to Date
<p>Lincoln Academy of Integrated Arts</p> <p>Davenport Community School District 318 East 8th Street Davenport, IA 52803 563/324-0497</p> <p>Jeff Womack, Principal</p> <p>Mission: In collaboration with parents, arts partners and the larger community, to engage the whole child through challenging academic, arts-infused learning in a safe and positive environment.</p> <p>First year of Charter Status: 2005-06</p> <p>District Dropout Rate (2004-05) = 4.163%</p> <p>District Average Daily Attendance (K-8) = 95.1%</p>	<p>K-5 arts integration model to accelerate student achievement and develop the whole child.</p> <p>One of 20 elementary schools in the Davenport Community School District, the elementary school is the Charter School.</p>	<p>Students in the Charter participate in the mid-year administration of the Iowa Tests of Basic Skills (ITBS); consequently, 2004-05 data will be used as the baseline.</p> <ol style="list-style-type: none"> 1. The percentage of all students proficient in reading will increase by the end of the 2007-2008 academic school year. 2. The percentage of all students proficient in math will increase by the end of the 2007-2008 academic school year. 3. The percentage of all students proficient in science will increase by the end of the 2007-2008 academic school year. 4. All students will demonstrate proficiency in one or more of the four 	<ol style="list-style-type: none"> 1. ITBS Reading Comprehension (Disaggregated by race & SES and IEP) 2. ITBS Mathematics (Disaggregated by race, SES, and IEP) 3. ITBS Science (Disaggregated by race, SES & IEP) 4. District Creative Arts Performance Based Assessment 	<ol style="list-style-type: none"> 1. The percentage of students in grade 4 and grades 3-5 (combined) proficient in reading decreased between 2004-05 and 2005-06 (see Appendix B). 2. The percentage of students in grade 4 and grades 3-5 (combined) proficient in mathematics decreased between 2004-05 and 2005-06 (see Appendix B). 3. The percentage of students in grade 4 and grades 3-5 (combined) proficient in science decreased between 2004-05 and 2005-06 (see Appendix B). 4. The district has developed a rubric to assess student proficiency with regard to

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District/Charter	Description of Charter	Goal	Measure	Progress made to Date
		<p>disciplines of creative arts – dance/creative movement, theatre/creative dram, music, or the visual arts – by the end of the 2007-2008 academic school year.</p> <p>5. School climate will improve and student engagement will increase by the end of the 2007-2008 academic school year.</p>	<p>5. a) Truancy/Tardiness Data b) Tardiness c) Behavioral referrals d) Suspensions e) Asset checklist (grades 4-6) f) self-directed learning – Local Rubric g) Creative, higher order thinking – Local Rubric h) District Developed Technology Assessment</p>	<p>creative arts (see Appendix B). At this point, data gathering is preliminary and ongoing.</p> <p>5. Between 2004-05 and 2005-06, the total number of office referrals decreased, the truancy rate increased, the average daily attendance for students in the charter decreased, and the rate of tardiness increased. The rate of suspensions remained constant between 2004-05 and 2005-06 (see Appendix B).</p>

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District/Charter	Description of Charter	Goal	Measure	Progress made to Date
<p>Iowa Central Charter High School</p> <p>Southeast Webster-Grand School District PO Box 49 Burnside, IA 50521 515/359-2235</p> <p>Dr. Mike Jorgensen, Superintendent</p> <p>Mission: To develop a fast track program that will assist students in working towards an AA degree in a specific vocational area or towards a four-year degree program.</p> <p>First year of Charter Status: 2004-05</p> <p>District Dropout Rate (2004-05) = 1.65%</p> <p>District Average Daily Attendance (K-8) = 95.6%</p>	<p>A partnership with Iowa Central Community College to serve 11th and 12th grade students who have specific vocational and academic needs and want to be on a fast track to post-secondary study. The Charter School is a school within a school.</p>	<p>Students in the Charter participate in the mid-year administration of the ITED; consequently, 2003-04 data will be used as the baseline.</p> <ol style="list-style-type: none"> 1. Increase the number of graduates who complete post-secondary training 2. Increase math, science and reading ITED scores at grade 11 	<ol style="list-style-type: none"> 1. SE Webster Graduate Data ICCHS Graduate Data 2. ITED scores (disaggregated) 	<ol style="list-style-type: none"> 1. The percentage of students earning college credit while in high school increased by 14 percentage points between 2003-04 and 2004-05, and by four percentage points between 2004-05 and 2005-06. Additionally, the average number of college credits earned by graduates in the charter school increased by approximately 10 credits between 2003-04 and 2004-05 and by approximately two credits from 2004-05 to 2005-06 (see Appendix C). 2. Between the 2003-04, 2004-05, and 2005-06 school years, the percentage of students at grade 11 scoring in the proficient range of achievement on the Iowa Tests of Educational Development (ITED) in reading decreased by 2.9 percentage points, then increased by 4.3 percentage points. Similarly, slight initial

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District/Charter	Description of Charter	Goal	Measure	Progress made to Date
		<p>3. Improve ACT composite scores</p> <p>4. Increase the course offerings available to all students and individualize instruction to meet individual needs.</p>	<p>3. ACT</p> <p>4. Course Enrollment Data Individual Instructional Plan Data</p>	<p>decreases followed by increases in the percentage of students proficient on the ITED were noted for mathematics. In science increases were noted for both periods (see Appendix C).</p> <p>3. The average composite score for students taking the ACT during the 2005-06 school year increased over a two-year period by .4% (see Appendix C).</p> <p>4. This is an action step, not a goal. The Charter School has taken steps to complete this action.</p>

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District/Charter	Description of Charter	Goal	Measure	Progress made to Date
<p>Elma Elementary Charter School</p> <p>Howard-Winneshiek Community School District 1000 Schroder Drive Cresco, IA 52136 563/547-2762</p> <p>Robert Hughes, Principal</p> <p>Mission: To provide standard-based multiage instruction that ensures each child innovative learning experiences, multicultural awareness, and the use of technological tools to develop responsible citizens, while embracing parents, families, and community.</p> <p>First Year of Charter Status: 2005-06</p> <p>District Dropout Rate (2004-05) = 1.169%</p> <p>District Average Daily Attendance (K-8) = 96.6%</p>	<p>To provide standard-based multiage instruction K-5 that ensures each child innovative learning experiences, multicultural awareness, and the use of technological tools to develop responsible citizens, while embracing parents, families, and community. The school is the Charter School.</p>	<p>Students in the Charter participate in the mid-year administration of the ITBS; consequently, 2004-05 data will be used as the baseline.</p> <p>LITERACY-VOCABULARY</p> <p>1a. Increase the percentage of students proficient in reading.</p> <p>1b. Increase vocabulary development.</p> <p>2a. All students will develop the effective use of a variety of math problem solving strategies.</p>	<p>1a. ITBS BRI MISIC / MAP</p> <p>1b. Project-Based Learning (PBL). Presentations Rubrics ITBS Vocabulary Program Review Team</p> <p>2a. ITBS Math Total MISIC / MAP</p>	<p>1a. Using cohort data, the percentage of students proficient in reading increased between 2004-05 (grades 3-5) and 2005-06 (grades 4-6). (see Appendix D).</p> <p>1b. When combined and compared as cohort groups (grades 3-5 for 2004-05 and grades 4-6 for 2005-06), the percentage of students proficient on the vocabulary subtest of the ITBS decreased slightly (see Appendix D).</p> <p>2a. When combined and compared as cohort groups (grades 3-5 for 2004-05 and grades 4-6 for 2005-06), the percentage of students proficient in mathematics problem solving increased (see Appendix D).</p>

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		<p>2b. All students will increase the understanding of the scientific inquiry method & its applications.</p> <p>3. All students will select and use appropriate tools and technology resources to accomplish a variety of tasks, solve problems, do online research and as a tool for presentation of information.</p> <p>4. Develop character education: Refine multi-age instruction, Cool Cadets, & Circle of Friends.</p>	<p>2b. ITBS Science M3. ISIC / MAP</p> <p>3. Program Review Team Program Review Team P.B.L. Presentations / Rubrics</p> <p>4. Program Review Team Surveys Participation P.B.L. Presentations / Rubrics</p>	<p>2b. When combined and compared as cohort groups (grades 3-5 for 2004-05 and grades 4-6 for 2005-06), the percentage of students proficient in science increased (see Appendix D).</p> <p>3. According to Charter School officials, students used laptop computers extensively. This resource offered the students the opportunity to a larger text bank of words and communications: increase in vocabulary exposure. The students developed concept webs, graphic organizers, and PowerPoint presentations throughout the school year. Increased participation with these activities encouraged further vocabulary development and usage. Students were able to share through different media.</p> <p>4. According to Charter School officials, students responded extremely well to the mixed and flexible groups. Choice and participation helped define the community atmosphere for the multiage setting. The teachers carried out proactive classroom management techniques in a positive manner. Small group and cooperative</p>
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				<p>activities re-emphasized the collaborative effort. The respect and opportunity for student involvement increased the participation, commitment, and effectiveness of our safe and friendly school structure. Lower elementary students thoroughly enjoyed the multiage setting. Preschool surveys emphasized this appreciation. Upper elementary grouped and regrouped students in various manners; clock partners, interest areas, content information, random, ability, and P.B.L. groups. Students responded positively.</p>
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District/Charter	Description of Charter	Goal	Measure	Progress made to Date
<p>Buffalo Ridge Elementary Charter School</p> <p>Sioux Central Community School District 4440 US Hwy 71 Sioux Rapids, IA 50585 712/283-2571</p> <p>Kevin Teno, Principal</p> <p>Mission: To foster student achievement through the use of inquiry learning and decision making to create pathways for each student to become a competent and responsible citizen.</p> <p>First year of Charter Status: 2004-05</p> <p>District Dropout Rate (2004-05) = .287%</p> <p>District Average Daily Attendance (K-8) = 97.8%</p>	<p>A K-5 school that fosters student achievement through the use of inquiry learning and decision making to create pathways for each student to become a competent and responsible citizen. The Charter is a school within a school.</p>	<p>Students in the Charter participate in the mid-year administration of the ITBS; consequently, 2003-04 data will be used as the baseline.</p> <ol style="list-style-type: none"> 1. All students will be proficient or above in mathematics by June 2008 2. All students will be proficient or above in science by June 2008 3. All students will be proficient or above in reading by June 2008 	<ol style="list-style-type: none"> 1. IITBS, Portfolio Assessment 2. ITBS and NASA indicators 3. ITBS and other standardized reading assessments 	<ol style="list-style-type: none"> 1. Between the 2003-04 and 2005-06 school years (two-year period), the percentage of students proficient in mathematics increased in 4 out of the 6 grades assessed (see Appendix E). 2. The percentage of students proficient in science increased in 3 out of 5 grades assessed between 2003-04 and 2005-06 (see Appendix E). 3. At most grade levels (4 out of 5 grades assessed), the percentage of students proficient in reading increased between the 2003-04 and 2005-06 school years (two-year period). The percentage of students proficient in reading during the same two-year period at grade 3 remained constant (see Appendix E).

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District/Charter	Description of Charter	Goal	Measure	Progress made to Date
		<p>4. All students will be conversational in Spanish after completing six years in BRECS.</p> <p>5. All students will be able to compose and perform music and dance through the use of steel drums and keyboards.</p> <p>6. All students will use technology as a tool for online research and be prepared to pass the 8th grade technology literacy test..</p> <p>7. Parent participation</p>	<p>4. locally developed rubric</p> <p>5. Standardized and locally developed rubric</p> <p>6. 8th grade technology assessment</p> <p>7. Perception survey</p>	<p>4. No data are available. The Charter School's administrator resigned at the end of the 2005-06 school year without submitting this information. The current administrator is unaware of any data related to goal 4.</p> <p>5. No data are available. The Charter School's administrator resigned at the end of the 2005-06 school year without submitting this information. The current administrator is unaware of any data related to goal 5.</p> <p>6. No data are available. The Charter School's administrator resigned at the end of the 2005-06 school year without submitting this information. The current administrator is unaware of any data related to goal 6.</p> <p>7. No data are available. The Charter School's administrator resigned at the</p>

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District/Charter	Description of Charter	Goal	Measure	Progress made to Date
				end of the 2005-06 school year without submitting this information. The current administrator is unaware of any data related to goal 7.

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District/Charter	Description of Charter	Goal	Measure	Progress made to Date
<p>Storm Lake/Iowa Central/Buena Vista Early College Charter High School</p> <p>Storm Lake Community School District PO Box 638 419 lake Avenue Storm Lake, IA 50588-0638 712/732-8060</p> <p>Michael Hanna, Principal</p> <p>Mission: To make higher education more accessible, affordable, especially those who did not see a college degree in their future due to language and/or economic barriers, and, thereby help to increase Storm Lake's high school graduation and successful college completion rates for all of its graduates and especially a portion of its most disadvantaged youth.</p> <p>First year of Charter Status: 2005-06</p> <p>District Dropout Rate (2004-05) = .937%</p>	<p>An 9-12 expanded dual-credit educational program in collaboration with Iowa Central Community College and Buena Vista University</p>	<p>Students in the Charter participate in the mid-year administration of the ITBS; consequently, 2004-05 data will be used as the baseline.</p> <ol style="list-style-type: none"> 1. Increase the number of first-generation, low income, English language learners, and students of color attaining a post-secondary degree, certificate, and/or diploma, two years of college credit, or advanced standing toward a post secondary program. 2. Provide a more rigorous and relevant college career-prep curriculum and increase course offerings to charter students to enable them to attain in a planned and focused program of study (toward both a high school diploma and college credits for a toward a post-secondary degree, diploma or certificate. 3. Raise individual ITED scores in reading, math, and science: impacting overall class performance. 	<ol style="list-style-type: none"> 1. Enrollment data, disaggregated by designated areas. 2. Evaluate courses according to board adopted rating scale prepared to determine rigor and relevance. 3. a. ITED scores in reading, math and science. b. Compass assessment c. ASSET 	<ol style="list-style-type: none"> 1. The total college credits earned by Charter Students during the 2005-06 school year was 353, the majority of which were earned by Hispanics (see Appendix F). 2. This is an action step, not a goal. No data exist by which to measure progress toward this action step. 3. Using the performance scores of all SLHS juniors (as reported for No Child Left Behind), a slight decrease

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District/Charter	Description of Charter	Goal	Measure	Progress made to Date
District Average Daily Attendance (K-8) = 95.6%		<p>Specifically, within the first two years of the goal is to have a class percentile ranks in the 60's and proficiency rates at the 80% level or above, and the highest increase reflected in the subgroup scores.</p> <p>4. Increase the number of dual-credits offerings and PSEO opportunities for all students, specifically monitoring increased participation and performance of subgroups and Charter enrollees.</p>	<p>4. Student enrollment data and personal questionnaire.</p>	<p>was noted in the percentage of students proficient in reading on the Iowa Tests of Educational Development (ITEDs) using National Percentile Ranks between 2004-05 and 2005-06. Slight increases were noted in the percentage of students proficient in science and mathematics. Specific subgroup gains in the percentage of students proficient were noted in reading, math, and science (see Appendix F).</p> <p>4. During the 2005-2006 school year charter programming saw twelve additional dual-credit courses introduced into the curricular offerings for all SLHS students including Fundamentals of Communication, Fundamentals of American Government, Stats I, Basic Electronics, Accounting Essentials, Office Procedures, Calculus I, Business Math, Technical Math, and others. As a result there was a 43% increase in overall dual-credit enrollments and a doubling of enrollments in "pre-charter"</p>

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District/Charter	Description of Charter	Goal	Measure	Progress made to Date
		5. All students in the Charter will have an Individual Learning Plan that is overseen by Storm Lake High School and SL/ICCC/BV Administration	5. Review of student records	<p>courses including AAA English (Accelerated Acquisition of Academic English), Basic Reading, Basic Writing, and Fundamentals of Algebra. Students also took several new courses through Post Secondary Education Options with Buena Vista University and Iowa Central Community College including Human Growth & Development, Anatomy & Physiology, Criminal Justice, Religions of Asia, Introduction to Education, Education & The Teaching Process, Cultural Anthropology, Sound Production, and several computer/web offerings. The four Charter I students (5th year of high school through charter enrollment) earned 102 college credits in the 2005-2006 school year.</p> <p>5. This is an action step, not a goal. Storm Lake High School implemented a school-wide Academic Advisor/Advisee program in 2005-2006 with special</p>

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District/Charter	Description of Charter	Goal	Measure	Progress made to Date
		and staff.		<p>Advisor/Advisee sessions scheduled throughout the second semester and culminating with scheduled parent/student/advisor conferences during spring conferences. The conference group looked over the student's transcript to date, ran a credit check, and looked over the student's long-range educational plan as well as their course requests for the 2006-2007 school year. Over 80% of parents and students in grades 9-11 scheduled and attended these academic conferences.</p>

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District/Charter	Description of Charter	Goal	Measure	Results
<p>Northwest Iowa Charter High School</p> <p>Hartley-Melvin Sanborn Community School District 173 South Central Avenue Hartley, IA 51346</p> <p>Lynn Evans, Superintendent</p> <p>Mission: To develop career academies and pathways beyond what could possibly be available within the Hartley-Melvin-Sanborn High School, to provide students a fast track to a college education, and to focus on students with special needs or who are considered at risk.</p> <p>District Dropout Rate (2004-05) = .683%</p> <p>District Average Daily Attendance (K-8) = 96%</p>	<p>Offers 11th & 12th grade students opportunity to increase course rigor and relevancy through extensive selection of dual credit courses. Increases probability of meaningful senior year.</p>	<ol style="list-style-type: none"> 1. Increase student participation in college credit courses (dual credit, PSEO, AP) 2. Each student in the Charter School will have HS and college level courses aligned with a Career Pathway 3. Improve student achievement in the areas of math, reading, and science (11th grade) 4. Assure safe environment for charter students at all locations. 	<ol style="list-style-type: none"> 1. Participation numbers – disaggregated by subgroups 2. Locally developed assessment 3. ITED, ACT 4. Perception survey and record of incidence. 	<ol style="list-style-type: none"> 1. The 2005-06 school year data will serve as a baseline for future reporting. In the spring of 2006, 68 students were enrolled in 160 college credit courses (see Appendix G). 2. The 2005-06 school year data will serve as a baseline for future reporting. During 2005-06, 100% of the Charter Students had HS and college level courses aligned with a Career Pathway (see Appendix G). 3. The 2005-06 school year data will serve as a baseline for future reporting. During 2005-06, of the students in grade 11, 92.9 % were proficient in mathematics, 82% in reading, and 92% in science (see Appendix G). 4. The 2005-06 school year data will serve as a baseline for future reporting. As a means to

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				achieve this goal, transportation is provided to and from all college campus classes. Student behavior and safety policies and procedures are reviewed jointly by community college representatives and school district staff to ensure consistency and continuity.
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District/Charter	Description of Charter	Goal	Measure	Results
<p>Prescott Elementary Charter School</p> <p>Dubuque Community School District 1151 White Street Dubuque, IA 52001 (563) 552-4200</p> <p>Chris McCarron, Principal</p> <p>Mission: The mission of Prescott Elementary School, <i>an Expeditionary Learning School for the Arts</i>, is to empower each child to achieve to his/her highest potential and to become a strong contributing member of the community.</p> <p>District Dropout Rate (2004-05) = 4.163%</p> <p>District Average Daily Attendance (K-8) = 95.1%</p>	<p>Serves students in grades K-5, intertwining Expeditionary Learning Outward Bound, Iowa's Positive Behavior Support Initiative, and a visual and performing arts-infused curriculum.</p>	<ol style="list-style-type: none"> 1. Increase student achievement in reading on an annual basis to make continual progress towards meeting the annual yearly targets determined by the Iowa Department of Education. 2. Increase student achievement in math on an annual basis to make continual progress towards meeting the annual yearly targets determined by the Iowa Department of Education. 3. Increase student achievement in science on an annual basis to make continual progress towards meeting the annual yearly targets determined by the Iowa Department of Education. 4. Increase student achievement in social studies on an annual basis. 	<ol style="list-style-type: none"> 1. Kindergarten Early Literacy Assessment Observation Survey – Grade 1 Basic Reading Inventory – Grades 2-5 ITBS – Grades 3-5 Measures of Academic Progress – Reading – Grades 3-5 2. ITBS – Grades 3-5 Measures of Academic Progress – Grades 3-5 3. ITBS – Grades 3-5 Measures of Academic Progress – Grades 3-5 4. ITBS – Grades 3-5 Measures of Academic Progress – Grades 3-5 	<p>First year of Charter (2006-07) – no results available yet</p>

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District/Charter	Description of Charter	Goal	Measure	Results
Panorama Charter School				Implementation will begin mid-year 2006-07. No results available yet.

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Appendix A – Northeast Iowa Charter High School
West Central Community School District
PO Box 54
Maynard, IA 50655
563/637-2283

Northeast Charter School Postsecondary Data			
	2004-05	2005-06 (Baseline Year)	2006-07
The Number of Students Graduating from High School with Dual Concentration	8	22	Data not available yet
The Average Number of Postsecondary Credits Earned by Graduating Seniors	5.4	20.2	Data not available yet

Percentage of Northeast Charter School Students in Grade 11 Proficient in Reading, Mathematics, and Science		
Content Area	2005-06 (Baseline Year)	2006-07
Reading	83.7%	Data not available yet
Mathematics	75.6%	Data not available yet
Science	78.3%	Data not available yet

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**Appendix B – Lincoln Academy of Integrated Arts
Davenport Community School District
318 East 8th Street
Davenport, IA 52803
563/324-0497**

Percentage of Lincoln Academy Charter Students Proficient on the ITBS						
	Reading		Mathematics		Science	
Grades	2004-05 (Baseline Year)	2005-06	2004-05 (Baseline Year)	2005-06	2004-05 (Baseline Year)	2005-06
Grades 3-5 Combined	66.9%	60.7%	71.3%	64.3%	77.9%	72.9 %
Grade 4 Lincoln Academy	69%	64.7%	78.6%	49%	85.7%	76.5%
Grade 4 Davenport District	64.83%	67.04%	75.05%	74.98%	72.49%	74.65%

Indicators of School Climate and Student Engagement			
	2004-05 (Baseline Year)	2005-06	Change (+/-)
Office Referrals	808	576	-
Average Truancy Rate Per Student	7.3	9.4	+
Average Daily Attendance	95.67	94.06	-
Tardies	7.2	8.25	+
Suspensions	12	12	No change

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Appendix B – Lincoln Academy of Integrated Arts (Continued)
Davenport Community School District
318 East 8th Street
Davenport, IA 52803
563/324-0497

Creative Arts Rubric				
	1	2	3	4
Elements of Design	The student did the minimum or the artwork was never completed	The student did the assignment in a satisfactory manner, but lack of planning was evident	The artwork shows that the student applied the principles discussed in class adequately	The artwork shows that the student applied the principles discussed in class in unique manner
Creativity	The piece shows little or no evidence of original thought	The student work lacked sincere originality	The student work demonstrates originality	The student work demonstrates a unique level of originality
Effect	The student did not finish the work in a satisfactory manner	The student finished the project, but it lacks finishing touches or can be improved upon with little effort	The student completed the project in an above average manner, yet more could have been done	The student gave an effort far beyond the requirements of the project
Skill	The student showed poor craftsmanship or lack of understanding	The student showed average craftsmanship and understanding	The student showed above average craftsmanship and understanding	The artwork is outstanding and was finished with a great deal of patience
Responsiveness	The student displayed a negative response throughout the development of the piece	The student displayed a negative response at times during the development of the piece	The student displayed a positive response most of the time during the development of the piece	The student displayed a positive response all of the time during the development of the piece
Total				

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Appendix B – Lincoln Academy of Integrated Arts (Continued)

Davenport Community School District
318 East 8th Street
Davenport, IA 52803
563/324-0497

Lincoln Academy of Arts Integration Teacher Report on Student Assets

Student Name: _____ Date: _____ PRE POST

Please circle the number in each set that best describes the student's performance on completing academic work.

Personal Power

1. Is able to solve problems consistently, has control over how to respond to difficult situations.

**Strongly
Agree**

1 2 3 4 5 6 7 8 9 10

**Strongly
Disagree**

Self-Esteem

2. Overall, demonstrates characteristics of high self-esteem (e.g.---)

**Strongly
Agree**

1 2 3 4 5 6 7 8 9 10

**Strongly
Disagree**

Sense of Purpose

3. Actively engages skills that relate to sense of purpose.

**Strongly
Agree**

1 2 3 4 5 6 7 8 9 10

**Strongly
Disagree**

Positive View of Personal Future

4. Hopeful and positive about his/her personal future.

**Strongly
Agree**

1 2 3 4 5 6 7 8 9 10

**Strongly
Disagree**

TOTAL SCORE: _____

Range 4-12

Comments:

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Appendix C – Iowa Central Charter High School

Southeast Webster-Grand School District

PO Box 49

Burnside, IA 50521

515/359-2235

Iowa Central Charter High School			
Indicator of Success	2003-2004 (Baseline Year)	2004-2005	2005-2006
Percentage of High School Students Earning College Credit while in High School	81%	96%	100%
Average College Credits Earned per High School Graduate	10.6	20.3	22.28
Average Composite Score on the ACT	21.4	21.0	21.8

Percentage of Iowa Central Charter High School Grade 11 Students Proficient on the ITED			
	2003-04 (Baseline Year)	2004-05	2005-06
Reading	67.9%	65%	69.3%
Mathematics	83.0%	80%	85.7%
Science	76.8%	85%	93.8%

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Appendix D - Elma Elementary Charter School

Howard-Winneshiek Community School District
1000 Schroder Drive
Cresco, IA 52136
563/547-2762

Elma Elementary Charter School Cohort Data		
Indicator of Success	2004-2005 (Baseline Year) Percentage Proficient	2005-2006 Percentage Proficient
Increase the percentage of students proficient in reading (ITBS).	Grades 3-5 Combined 60% proficient	Grades 4-6 Combined 66% proficient
Increase vocabulary development (ITBS)	Grades 3-5 Combined 72% proficient	Grades 4-6 Combined 65.5% proficient
All students will develop the effective use of a variety of math problem solving strategies (ITBS).	Grades 3-5 Combined 63.33% proficient	4-6 Combined 73.33% proficient
All students will increase the understanding of the scientific inquiry method & its applications.	Grades 3-5 Combined 76.66% proficient	Grades 4-6 Combined 83.33% proficient

Appendix E – Buffalo Ridge Elementary Charter School

Sioux Central Community School District
4440 US Hwy 71
Sioux Rapids, IA 50585
712/283-2571

Buffalo Ridge Charter School Percentage of Students Proficient									
Grades	Reading			Mathematics			Science		
	03-04 (Baseline Year)	04-05	05-06	03-04 (Baseline Year)	04-05	05-06	03-04 (Baseline Year)	04-05	05-06
1	69%	100%	NA	92%	100%	100%	NA	NA	NA
2	69%	78%	100%	66%	100%	88%	54%	66%	88%
3	71%	56%	71%	67%	78%	71%	67%	89%	71%
4	77%	75%	100%	71%	83%	50%	85%	92%	75%
5	78%	83%	82%	66%	100%	82%	81%	100%	82%
6	79%	75%	88%	82%	66%	63%	79%	75%	63%

Appendix F – Storm Lake/Iowa Central/Buena Vista Early College Charter High School

Demographic Data for Storm Lake/Iowa Central/Buena Vista Early College Charter High School During 2005-06		
Subgroup	Number	Percentage
Males	27	46%
Females	32	54%
Juniors	36	61%
Seniors	19	32%
Charter I	4	7%
Caucasian	8	14%
Asian	4	7%
Sudanese	1	1%
Hispanic	46	78%
First Generation	46	78%
Low SES	36	61%
ELL	49	83%
Students of Color	51	86%

College Credits Earned by Storm Lake/Buena Vista Early College Charter High School Students During 2005-06		
	Number of College Credits Earned	Percentage of Total College Credits Earned
Hispanic Students	270	76%
Asian Students	12	3.4%
White Students	33	9.3%
Other Students	38	10.8%
Total College Credits Earned	353	100%

Appendix F – Storm Lake/Iowa Central/Buena Vista Early College Charter High School (continued)

Percentage of Storm Lake/Buena Vista Early College Charter High School 11 th Grade Students Proficient on the ITEDs			
	2004-05 (Baseline Year)	2005-06	Change in Percentage Points
Reading			
All Students	67	66	-1
Hispanic	32	30	-2
Asian	34	37	+3
White	68	78	+10
Mathematics			
All Students	65	71	+6
Hispanic	39	37	-2
Asian	44	45	+1
White	73	71	-2
Science			
All Students	67	68	+1
Hispanic	35	40	+5
Asian	38	43	+5
White	68	76	+8

Draft

Appendix G - Northwest Iowa Charter High School

**Hartley-Melvin Sanborn Community School District
173 South Central Avenue
Hartley, IA 51346**

Northwest Iowa Charter High School Post-Secondary Data		
	2005-06 (Baseline Year)	2006-07
The percentage of students enrolled in college credit courses	68%	Data not yet available
The percentage of Charter students with high school and college level courses aligned with a career pathway	100%	Data not yet available

The Percentage of Northwest Iowa Charter School Students at Grade 11 Proficient on the ITEDs		
	2005-06 (Baseline Year)	2006-07
Reading	82%	Data not yet available
Mathematics	92.9%	Data not yet available
Science	92%	Data not yet available